DOCUMENT RESUME

ED 218 410 UD 022 443

AUTHOR	Shore, Rima, Ed.; And Others
TITLE	Walton High School Bilingual Basic Skills through Interdisciplinary Career Orientation. E.S.E.A. Title VII Final Evaluation Report, 1980-1981.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
SPONS AGENCY	Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE	81
GRANT	G008005983
NOTE	87p.; Print quality of Addenda (3 pages) too poor to reproduce.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Achievement Gains; Attendance; *Bilingual Education Programs; Career Awareness; *Career Education; Community Involvement; Curriculum Development; *English (Second Language); High Schools; *Native Language Instruction; Parent Participation; Program Descriptions; *Program Effectiveness; Program Evaluation; Self Concept; *Spanish Speaking; Staff Development; *Transitional Programs
IDENTIFIERS	New York City Board of Education

ABSTRACT

This report describes, provides demographic data for, and evaluates a bilingual program for Spanish speaking students at Walton High School, the Bronx, New York. The program, serving 204 Hispanic students in 1980-81, emphasizes English preparation in order to enter the job market. The instructional component is interdisciplinary in scope and transitional in nature: there are eight levels of English language instruction, two levels of remedial Spanish and three levels of regular Spanish; native culture is taught in the social studies and language curricula; bilingual instruction (including courses in career education and exploration) or English instruction is available in some content areas; and student placement depends upon the level of English language proficiency. Noninstructional components are concerned with curriculum and materials development, support services, staff development, parent and community involvement, and students' affective domain. Evaluation of the program shows students making progress in both English and Spanish while their attendance rates were significantly higher than the whole school population. Recommendations for more effective implementation of the program in the future conclude this report. (MJL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED218410

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
T. k. Minter
NYC Bd of Ed
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FINAL EVALUATION REPORT

E.S.E.A. Title VII

Grant Number: G008005983

Project Number: 5001-56-17619

WALTON HIGH SCHOOL
BILINGUAL BASIC SKILLS THROUGH
INTERDISCIPLINARY CAREER ORIENTATION
1980-1981

Principal: Dr. Marjorie Kipp

Coordinator: Norma Cruz-Dunn

Prepared by the
BILINGUAL EDUCATION EVALUATION UNIT

Ruddie A. Irizarry, Manager
Judith A. Torres, Evaluation Specialist
Jose L. Keyes, Consultant
R. Frank Eadie, Consultant
Jose Villegas, Consultant

UD 022 443

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL EVALUATION
RICHARD GUTTENBERG, DIRECTOR

ACKNOWLEDGEMENTS

The production of this report, as of all Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. Rima Shore and Armando Cotayo have labored over and edited initial drafts, ensuring that they conformed to O.E.E. standards of scope and style. Dennis Joyce has spent many hours creating, correcting, and maintaining data files. Franco Marinai has patiently reviewed, edited, analyzed, and reported project data. Margaret Scorza has managed the production process, frequently editing and reformatting drafts and assuring that the reports are complete and accurate. Joseph Rivera has spent many hours producing, correcting, duplicating, and disseminating reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS

		PAGE
I.	DEMOGRAPHIC CONTEXT	1
	Program Site Characteristics and History	1
	Attendance Area	4
II.	STUDENT CHARACTERISTICS	6
	Entry Criteria	6
	Composition	6
	Language Proficiency	10
III.	PROGRAM DESCRIPTION	11
	Philosophy	11
	Organization and Structure	13
	Funding	13
IV.	INSTRUCTIONAL COMPONENT	15
	Student Placement, Programming, and Mainstreaming	15
	Instructional Offerings	18
	Plans for the Future	26
V.	NON-INSTRUCTIONAL COMPONENT	28
	Curriculum and Materials Development	28
	Supportive Services	29
	Staff Characteristics	32
	Staff Development	32
	Parental and Community Involvement	39
	Affective Domain	41
VI.	FINDINGS	43
	Assessment Procedures, Instruments, and Findings	43
	Summary of Findings	60
VII.	CONCLUSIONS AND RECOMMENDATIONS	62
VIII.	ADDENDA	65

LIST OF CHARTS AND TABLES

		PAGE
Chart 1.	Bilingual program organization.	13a
Table 1.	Number and percentages of students by sex and grade.	7
Table 2.	Number and percentages of students by country of birth.	8
Table 3.	Number of students by age and grade.	9
Table 4.	Funding of the instructional component.	14
Table 5.	Funding of the non-instructional component.	14
Table 6.	Instruction of English as a second language.	19
Table 7.	Instruction in native language arts.	20
Table 8.	Bilingual instruction in content areas.	22
Table 9.	Mainstream classes in which program students are enrolled.	23
Table 10.	Staff characteristics: professional and para-professional staffs.	34
Table 11.	Staff development activities in school.	36
Table 12.	Staff development activities outside school.	37
Table 13.	University courses attended by staff.	38
Table 14.	Results of the Criterion Referenced English Syntax Test (fall).	47
Table 15.	Performance of students tested on the Criterion Referenced English Syntax Test (fall).	48
Table 16.	Results of the Criterion Referenced English Syntax Test (spring).	49
Table 17.	Performance of students tested on the Criterion Referenced English Syntax Test (spring).	50
Table 18.	Native language reading achievement.	51

LIST OF CHARTS AND TABLES
(continued)

		PAGE
Table 19.	Number of students attending courses and percent passing teacher-made examinations in mathematics.	52
Table 20.	Number of students attending courses and percent passing teacher-made examinations in science.	53
Table 21.	Number of students attending courses and percent passing teacher-made examinations in social studies.	55
Table 22.	Number of students attending courses and percent passing teacher-made examinations in native language arts.	56
Table 23.	Number of students attending courses and percent passing teacher-made examinations in career courses.	58
Table 24.	Significance of the difference between attendance percentages of program students and the attendance percentage of the school.	59

WALTON HIGH SCHOOL
BILINGUAL BASIC SKILLS THROUGH
INTERDISCIPLINARY CAREER ORIENTATION

Location:	West 195th Street and Reservoir Avenue Bronx, New York 10468
Year of Operation:	1980-1981, first year of three year cycle
Target Language:	Spanish
Number of Participants:	204 students
Principal:	Dr. Marjorie Kipp
Program Coordinator:	Norma Cruz-Dunn

I. DEMOGRAPHIC CONTEXT

PROGRAM SITE CHARACTERISTICS AND HISTORY

Walton High School is located in a pleasant, middle-income, residential area of the northwest Kingsbridge area of the Bronx. The building, located at 195th street and Reservoir Avenue, is situated between Lehman College to the north, and Public School 86 to the south. To the east and west of the school are residential units, consisting mostly of two- and three-family houses and apartments. There are two business sections nearby, with small and large family-owned stores, some fast food businesses, banks, and some branches of big chain stores. Within the area are other educational institutions: The Bronx High School of Science, a magnet school, and Clinton High School, an undistricted high school for boys. There are also hospitals, recreation areas, and an armory in the vicinity.

The school itself is an imposing H-shaped, three-story, 50-year-old building which has undergone renovation. The present enrollment is 3,278 students.

The bilingual program is located on the third floor, housed in a one-room office. The office is decorated with Hispanic motifs and has a resource center in one of the corners. The program office is situated near the English and the foreign languages department offices, the library, the secretarial studies department, and the home economics office. Some bilingual classrooms are on the same floor. The physical arrangement facilitates communication between other units and the program office and prevents isolation of the program from other units of the school. Other departments associated with the program are located on various floors of the building.

The designation of this site for a bilingual program has been the result of a growing awareness on the part of the school administration and some faculty for the need to serve a rapidly growing immigrant student population enrolling in the school. It was realized that this new immigrant population could not be served with a monolingual approach. The school served a single-sex, female, English-speaking population for 47 years. In 1970, the English department, in conjunction with school administration, saw the need for the provision of English as a second language (E.S.L.) classes to serve the non-English-speaking population. Two levels of E.S.L. were added to the English curricula.

In 1974, the E.S.L. classes were moved to the foreign languages department, justified by the fact that E.S.L. teaching is more closely related to a foreign language methodology. At the same time, bilingual educational trends

in the school also included the development of courses in Spanish language arts (N.L.A.) for native speakers and classes in math, science, and social studies taught in Spanish. E.S.L. and N.L.A. classes were funded under Title I. Content classes taught in Spanish continued to be supported by tax levy funds. No separate supportive services were offered at this time.

In February, 1977, the bilingual services at Walton High School were organized under an umbrella program funded by Title VII with offices at the central Board of Education. Programs at two other high schools were included: Morris High School in the Bronx and Tilden High School in Brooklyn. Morris High School had a Spanish component and Tilden High School, a French component. The staff at Walton consisted of a coordinator, who is the present bilingual director, one curriculum specialist, and one paraprofessional. The curriculum specialist and the paraprofessional positions were supported by Title VII funds. The project afforded the students a three-year bilingual program--four years of E.S.L. and only two years of N.L.A. for grades nine to eleven. Some bilingual courses were available for the twelfth grade if needed to complete a sequence and there was sufficient enrollment.

In September, 1979, Title VII funds for Walton High School, administered under this umbrella program, were transferred to another site. The bilingual setup at Walton High School returned to full tax levy funding during the school year 1979-80. A proposal for a bilingual program with career orientation was presented to and approved by the U.S. Office of Education (U.S.O.E.) for school year 1980-81. This is the first of a three-year operation approved.

The original proposal included provisions to share Title VII personnel with 60 bilingual Hispanic students of St. Catherine Academy, a parochial

school in the Bronx. Forty percent of a curriculum specialist's time was allocated to visit and develop content materials in Spanish for the academy's bilingual students. Due to budgetary constraints and the distance between the academy and the program site these proposed services had to be modified. Instead, the program has furnished the academy with bilingual materials produced at the site and some commercially-produced filmstrips and cassettes for career orientation and career exploration courses. These were purchased with Title VII funds. No other relationship has been requested by St. Catherine Academy.

ATTENDANCE AREA

Walton High School is undistricted; its students live in any of the school districts of the Bronx. From this pool of districts, the school draws a total student population of 3,287 students, of whom 1,111 or 33.7 percent are male and 2,176 or 66.3 percent are female. Over 73 percent of the students come from the area south of Fordham Road. This area is a low-income, unstable, immigrant community. Ninety-nine percent of its inhabitants are Hispanics or blacks.

Although impoverished, the area offers some resources to the school students. It has good transportation, hospitals, small and large businesses, libraries, and some recreational areas. It also has serious problems related to immigration particularly of the poor, such as lack of proper knowledge of the cultural patterns of American society, lack of English-speaking opportunities in the home and the community, employment difficulties, and problems of overcrowded living conditions. In addition to housing problems due to area

deterioration and lack of proper services in dilapidated buildings, there are also drug related and safety problems. Students are reported to be most affected by economic problems due to unemployment, mobility due to buildings being burned down, lack of heat and hot water in their buildings, having to provide services for the family, lack of parental support, some child abuse, and minor personal health problems.

II. STUDENT CHARACTERISTICS

ENTRY CRITERIA

Enrollment in the school is based on students' and parents' preference. Hispanic students are identified as eligible for the bilingual program when they first enter the school by recommendation of the feeder school. The student is tested in English. Those who score at or below the twenty-first percentile on the Language Assessment Battery (LAB) examination are admitted into the program if recommended by the program staff and the parent does not sign a form stating preference for the monolingual program. If the parent or the child indicate that they prefer not to participate, the student is not enrolled.

COMPOSITION

This program consists of 204 Hispanic students of whom 31 percent are male and 69 percent are female. Table 1 presents the distribution by grade and sex of bilingual program students for whom information was provided.

Table 1. Number and percentages of program students by sex and grade. (N=199)

GRADE	MALE N	PERCENT OF GRADE	FEMALE N	PERCENT OF GRADE	TOTAL N	PERCENT OF ALL STUDENTS
9	24	28%	61	72%	85	43%
10	18	33%	36	67%	54	27%
11	17	39%	26	61%	43	22%
12	3	18%	14	82%	17	8%
TOTAL	62	31%	137	69%	199	100%

- The student population decreases as the grade level increases from 43 percent in the ninth grade to 8 percent in the twelfth grade.
- In all grades, the percentage of female students is higher than the percentage of male students.
- The highest percentage of program students occurs in the ninth grade.

Approximately 80 percent of the program students were born outside the United States. A breakdown by country of origin of students for whom information was reported follows:

Table 2. Number and percentages of students by country of birth. (n=167)

COUNTRY OF BIRTH	NUMBER	PERCENT
Puerto Rico	70	42%
Dominican Republic	37	22%
U.S.(of Puerto Rican ancestry)	32	20%
Ecuador	15	9%
Honduras	6	4%
Nicaragua	2	1%
Peru	2	1%
El Salvador	1	-
Venezuela	1	-
People's Republic of China	1	-
TOTAL	167	99%

- Over 60 percent of program students are from Puerto Rico, or of Puerto Rican parentage.
- Nearly one-fifth of the students are American-born and have entered the program from feeder schools.
- The second highest percentage (22 percent) of program students was born in the Dominican Republic.

Because many of the Walton bilingual students are immigrants, (many having arrived less than a year ago), their educational histories may vary considerably. Many have suffered interrupted schooling, or, because of a lack of educational opportunities in their countries of origin, have received fewer years of education than their grade level would indicate. Bilingual program students are reported by age and grade in Table 3.

Table 3. Number of students by age and grade.* (n=181)

AGE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL
14	1				1
15	26	2			28
16	27	11	2		40
17	17	26	9		52
18	8	11	19	1	39
19	2	2	11	2	17
20	1	1	1		3
21			1		1
TOTAL	82	53	43	3	181
Percent Overage For Their Grade	67%	75%	74%	67%	71%

*Shaded boxes indicate the expected age range for each grade.

.71 percent of the program students are overage for their grade.

.The highest percentage of overage students occurs in the tenth grade.

As Table 3 indicates, the fact that so many students are overage may have implications for interpreting student outcomes and setting standards for expected rates of growth. These are students who may have missed a year or more of school, whose grade placement may reflect their age more than their prior educational preparation. As a result they may have a lack of cognitive development in their native language which must be addressed, as it has implications for their ability to acquire oral and literacy skills in English.

Others (particularly the long-term residents and the United States-born) may experience linguistically-related academic problems.

LANGUAGE PROFICIENCY

All the students in the program are Hispanic, and their home language is Spanish. Approximately 80 percent are fully literate in this language, and 20 percent range from partial to functional illiteracy. This distribution of proficiency in the native language is reflected in the N.L.A. course offerings. Out of the five N.L.A. classes, four use curricula designed for enrichment, whereas one is designed for remediation.

In English, the range of proficiency is from students who do not speak English at all to students who have been placed in advanced E.S.L. classes (E.S.L. 8). Students' English language development occurs slowly, particularly due to the fact that they have very little need for it in the communities in which they live. They can function almost completely without it. Spanish is used in the homes with parents and peers, churches, recreational, and social agencies. The only exceptions to this are Hispanic youths born in the U.S. who attempt to use English with those they know speak it, and program students who either act as interpreters for their parents outside the community, or leave the community for employment and recreational purposes.

III. PROGRAM DESCRIPTION

PHILOSOPHY

The principal objective of the program is to prepare students in English in order to enter the job market after they graduate from school. The program is to some extent also college oriented. It has three principal foci: 1) to motivate and help the students to learn English (by developing an understanding that English has to be mastered to enter the United States job market); 2) to maintain the student's language and culture; 3) and to introduce the American culture to the student. These objectives are fully shared and supported by the school administration and by some of the faculty. This philosophy has been instituted since the beginning of the program. It has not been altered or modified in any way during this first year of operation, and no modification is planned for the future.

An indicator of the degree to which the program's objectives are shared by the administration is the fact that program students are offered nine periods of instruction daily, an additional period over those offered in New York City schools. This addition compensates for the linguistic needs of program students. Another indicator of support by the administration is the fact that when the evaluator interviewed the chairpersons of the departments (except the science chairperson who was not available), all stated how cooperative the staff of the bilingual office had been and how pleased their departments were to work with the bilingual program.

The chairperson of the secretarial studies department indicated that the bilingual office's team was very effective and cited the case of a teacher, who was not too convinced of the effectiveness of bilingual education last year

but changed her attitude as she saw the students' improvement through the bilingual mode. The director of the program indicated that the school faculty cooperated by submitting, throughout the year, names of students who could benefit from the program. The evaluator was, nevertheless, advised through sources outside the program and the administration that, although the school as a whole is supportive some faculty members are ambivalent or opposed to the program. Some believe there is too much emphasis on bilingual education. Others believe bilingual students should not be singled out to receive funds for things which the monolingual students of the school have to purchase themselves.

An interview with the school principal reiterated the position that the school administration and the faculty support the program and the concept of bilingual education in the school. An indicator of this support on the part of the faculty is the fact that some mainstream faculty are taking a Spanish course offered by the school. Further, she stated that she has observed some of the bilingual classes and is very pleased with them. In particular, she is impressed with the following: 1) the program's holding power for bilingual students; 2) the program has given the bilingual students the sense of being an important group within the school, "... a school within a school, so to speak..."; 3) the program has been instrumental in bringing other students to the school, "...they find there is something for them..."; 4) the many opportunities for trips and other activities offered; 5) the career opportunities that the Title VII funding has afforded; 6) the quality of the bilingual program staff; and 7) the excellent organization that the program has developed.

ORGANIZATION AND STRUCTURE

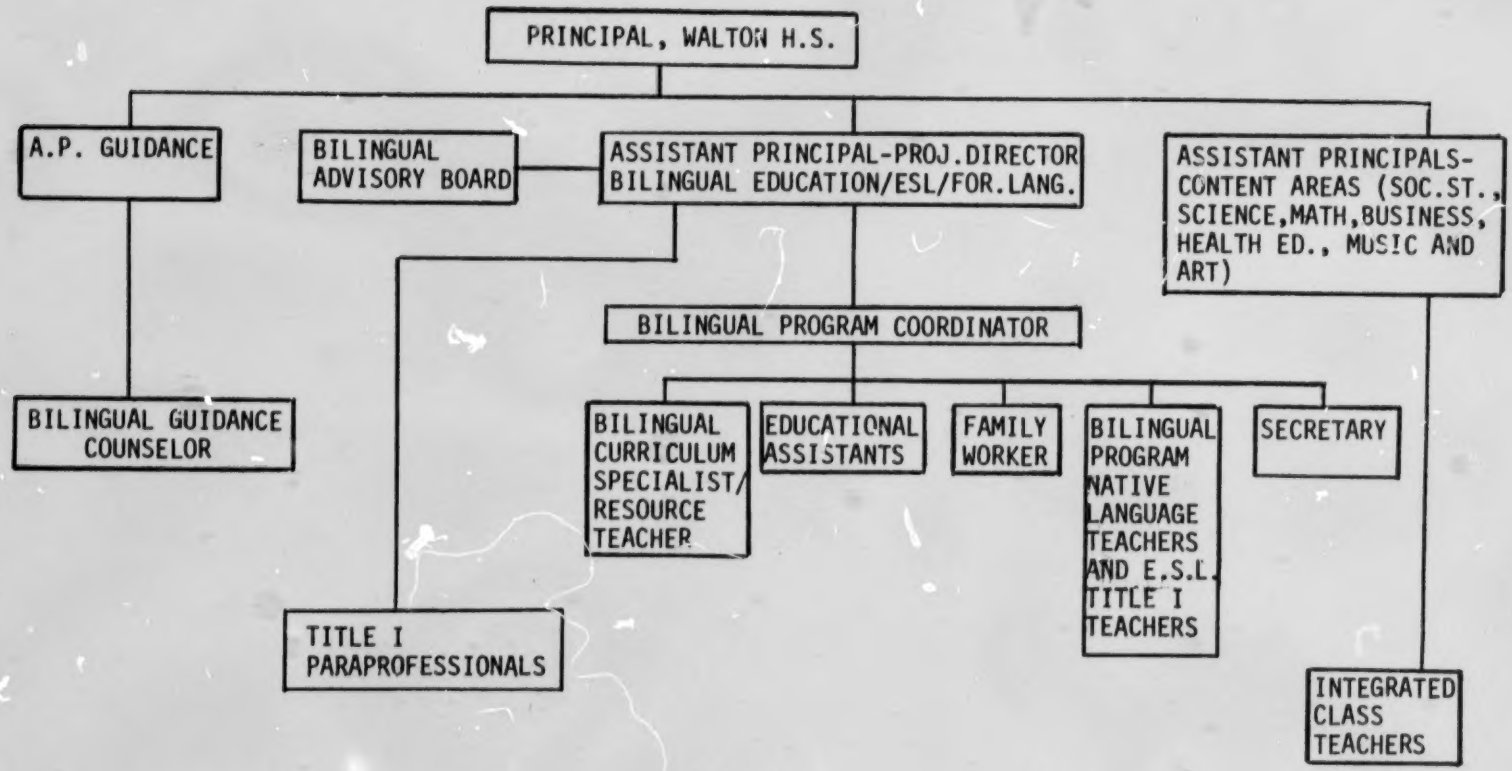
The program is under the direction of an assistant principal in charge of bilingual education who also directs the departments of E.S.L. and foreign languages. She is under the direct supervision of the school principal. She is responsible for all administrative, supervisory, and fiscal matters of the program. Directly under her supervision is a program coordinator who implements all decisions and supervises the program staff. This staff consists of one curriculum specialist/resource teacher, two paraprofessionals, and a family worker.

At the director's level, the program is related to the following departments of the school: the foreign language department; the guidance department; the math department; the music and art department; the physical education department; the science department; the secretarial studies department; and the social studies department. These departments are under the direction of their respective assistant principals and, with the exception of the guidance department, provide bilingual teaching faculty to program students. Chart 1 presents the program's organizational arrangement within Walton's administrative structure.

FUNDING

Title VII of E.S.E.A. provides funding for the following staff: the program coordinator; one curriculum specialist/resource teacher; and two paraprofessionals. The director's position is funded by tax levy funds; her position as assistant principal in charge of several departments includes duties not related to bilingual education. Instructional personnel, including four paraprofessionals, are funded either by Title I or tax levy funds. Table 4 details funding sources for the instructional component of

Chart 1. Bilingual program organization.



the program. Funding sources for the non-instructional component of the program are presented in Table 5.

Table 4. Funding of the instructional component.

	FUNDING SOURCE(S)	NUMBER OF PERSONNEL TEACHERS	PARAPROFESSIONALS
E.S.L.	Title I	4.2	4
Native Language	Title I	.6	
Math	Tax levy	1	Paraprofessionals funded by Title VII are shared
Social Studies	Tax levy	2	
Science	Tax levy	1	
Other (Voc. Ed., etc.)	Tax levy	1	

Table 5. Funding of the non-instructional component.

	FUNDING SOURCE(S)	PERSONNEL NUMBER & TITLE
Administration and Supervision	Tax levy Title VII	Title VII Director 1 Title VII Coordinator
Curriculum Development	Title VII	1 Curriculum Specialist/ Resource Teacher
Supportive Services	Tax levy	1 Bilingual Guidance Counselor
Staff Development		
Parental & Community Involvement	Title VII	1 Family Worker

IV. INSTRUCTIONAL COMPONENT

STUDENT PLACEMENT, PROGRAMMING, AND MAINSTREAMING

At the time of entry, the student is placed in the appropriate language level depending on the score of the LAB test for English and La Prueba de Lectura (The Reading Test) for Spanish. Programming for E.S.L. classes consists of a four year sequence, E.S.L. 1 through 8, each level representing one term of school work. The first year of E.S.L. (E.S.L. 1 and 2), is elementary. E.S.L. 3 and 4 are intermediate. E.S.L. 5 through 8 are advanced; E.S.L. 5 and 6 consist of grammar and writing courses, and E.S.L. 7 and 8 are reading courses. E.S.L. 1 through 4 are supplemented by career orientation and career exploration courses. The latter two are considered to be supplementary to elementary E.S.L. E.S.L. 5 through 8 are to be supplemented by a regular, mainstream English class. E.S.L. 6 through 8 are designed as transitional.

The E.S.L. sequence is widely encompassing because students entering from junior high school do not have to graduate at the feeder school or fulfill the eighth-grade English reading requirement. It is the responsibility of the Walton bilingual program to complete the latter requirement. Ninth graders who enter the school without meeting any of these criteria and who later decide not to remain in the program must return to the feeder school from whence they came.

Results of the N.L.A. placement test, La Prueba de Lectura, are used for diagnostic purposes. The program has two levels of Spanish N.L.A., two terms per level. N.L.A. 1 and 2, the first level, are for functionally illiterate students in Spanish. N.L.A. 3 and 4 are for students who are

literate in need of remediation. Students who are not in need of remediation (about two-thirds of students served) take regular Spanish courses and as upper termers take Spanish literature courses for enrichment.

The score in the math placement test determines the student's placement in the sequence. This sequence follows the New York City Board of Education math curricula for grades 9 to 12. The remainder of a student's program is completed with required and elective courses according to New York City high school graduation requirements. On an individual basis, students may be programmed to participate in mainstream classes. This may occur if there are insufficient students to form a bilingual class, and the student's English proficiency is well enough developed to allow him or her to participate effectively in classes where English is the medium of instruction. The bilingual student can choose a mainstream elective if he or she qualifies linguistically.

The decision to offer an elective course in its bilingual mode rests on whether or not there is sufficient enrollment. This year, the bilingual program provided the following bilingual electives taught in Spanish: bilingual career orientation, bilingual career exploration, typing 1S (Spanish), typing 2S, business math, and bilingual ceramics. The secretarial department offers two years of typing in its curricula. The first year, typing 1 and 2, are taught in Spanish using a manual typewriter. The second year of typing, typing 3 and 4, are mainstream classes in which an electric typewriter is used.

When students identified as being of limited English proficiency (LEP) decide not to enter the bilingual program, or their parents prefer that they

do not, they are given remedial reading classes in addition to regular English. Students who show special aptitude in the arts or in music are sent to mainstream special music or art courses. Tutoring is given to these students as needed. If at the time of mainstreaming students indicate that they want to go to college, they are placed in the school's College Bound Program according to their qualifications.

While the linguistic goal of the program is language proficiency in English and Spanish, the goals of the content component are to sustain the students' cognitive development and move the students to a greater usage of English within the class. Students' programs reflect greater exposure to English through time. As this was the first year of the program, participating students were largely receiving content-area classes in the bilingual program. About a third were participating in mainstream English classes (general track classes) as well as E.S.L.

The exit criteria of the program consist of the following elements: a score above the twenty-first percentile in the LAB test; recommendation of the program faculty; and student and parent consent. Student and parental agreement to mainstream is a vital part of the exit process. Resistance from the parent or the student results in the student remaining in the program although he might, otherwise, be ready for mainstreaming. The decision of the student is acquired through interviews; that of the parent is secured through a letter.

Past experience has shown that parents are typically amenable to mainstreaming. Most parents want their children to be mainstreamed, while a few resist this step. The attitude toward mainstreaming depends on the

student's length of time residing in the United States. The longer the student has been in this country, the more mainstreaming is desired and vice versa. It appears that the length of stay in this country affords more security to deal with the new linguistic and social setting. In all cases, guidance and counseling are given to help both the student and the parent to arrive at the best decision.

Mainstreamed students receive non-bilingual guidance services from the school guidance staff. Approximately ten percent of these students maintain some ties with the program. They come to partake of the E.S.L. classes; or the bilingual club, which meets once every two weeks; or to seek assistance and advice on personal or academic problems.

INSTRUCTIONAL OFFERINGS

The instructional component of the bilingual program at Walton High School is interdisciplinary in scope and transitional in nature. It aims at fulfilling the New York City Board of Education requirements for the ninth through the twelfth grades. Spanish and English are used as media of instruction in the content areas, allowing the students to move to a greater usage of English in the classroom as their linguistic abilities permit.

The program offers eight levels of E.S.L. as illustrated by Table 6, and two levels of Spanish, N.L.A. (remedial Spanish), and three levels of regular Spanisn to remediate or enrich the students' native language, as illustrated by Table 7.

Students' native cultures are studied as part of the social studies and language curricula. In the social studies, the regions of Latin America and

Table 6. Instruction in English as a second language.

COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE CLASS REGISTER	CLASS PERIODS PER WEEK	DESCRIPTION	CURRICULUM OR MATERIAL IN USE
E.S.L. 7/8	1	14	5	Advanced E.S.L. reading	
E.S.L. 6	2	18	5	Advanced E.S.L.	Lado Book 6
E.S.L. 5	2	20	5	Advanced E.S.L.	Lado Book 5
E.S.L. 4	2	24	5	Intermediate E.S.L.	Lado Book 4
E.S.L. 3	2	21	10	Intermediate E.S.L.	Lado Book 3
E.S.L. 2	2	16	10	Elementary E.S.L.	Lado Book 2
E.S.L. 1	1	16	10	Elementary E.S.L.	Lado Book 1

Table 7. Instruction in native language arts.

COURSE TITLE AND LEVEL	NUMBER OF CLASSES*	AVERAGE CLASS REGISTER	DESCRIPTION	CURRICULUM OR MATERIAL IN USE
N.L.A. 4	2	20	Intermediate	Ya Escribimos/ Cuentos Alegres, Ortografia 3-4
N.L.A. 2	1	23	Elementary	Asi Escribimos/ Spanish Now Historietas en Espanol
Spanish 5/6	2	33	Advanced	El Espanol al dia, Aventuras en la ciudad
Spanish 7/8, 9/10	3	34	Advanced	Maria, Pepita Jimenez, Los arboles mueren de pie and other literary works

* Classes meet five periods per week

the Caribbean are emphasized in the area studies and world history courses, through several units of the curriculum. In both the N.L.A. and E.S.L. courses, cultural aspects are presented to reinforce what is covered in the social studies classes. For example, in the N.L.A. classes, regional vocabulary representing the language varieties of the students' countries of origin, are used comparatively. Most of the N.L.A. and some of the E.S.L. readings are related to Hispanic culture, thus the students are able to develop skills with familiar material and enrich their knowledge of their cultural origins. Hispanic culture is an integral part of several courses, however, it is not the sole subject of study of any one course in particular.

Curricula used in courses taught in Spanish or bilingually, parallel curricula in the mainstream. Some courses use materials printed in Spanish exclusively and all courses are said to use materials appropriate to students' reading levels. (See Table 8.)

Table 9 illustrates the mainstream courses offered and the number of students enrolled in them. Students are enrolled in these courses either because they are required, electives, or the course is not available in Spanish. Mainstream courses cover Hispanic culture. The Spanish sequence and area studies course for English-speaking students include units on Hispanic culture. Hispanic students are called to give cultural presentations at events attended by the whole school. These presentations are given on special holidays, on first-day programs, and on special school programs.

Table 8. Bilingual instruction in content areas.

COURSE TITLE	NUMBER OF CLASSES*	AVERAGE REGISTER	PERCENT OF CLASS TIME SPANISH IS USED	PERCENT OF MATERIALS IN NATIVE LANGUAGE
General Science 2S	2	27	75	70
Biology 2S	2	34	75-80	70
Chemistry 2S	1	22	90	70
Eastern Areas 2S	2	30	90	100
Eco. 1S	1	35	90	100
World History 2S	3	25	100	100
9 FM 1S	2	25	75	100
9 FM 2S	2	25	75	100
10 FM 2S	1	25	75	100
Typing 1S	1	29	75	100
Typing 2S	2	24	75	100
Bilingual Career Orientation	1	26	50/50	50
Bilingual Career Exploration	2	25	50/50	50

* Classes meet 5 hours per week.

Table 9. Mainstream classes in which program students are enrolled.

COMPONENT/SUBJECT	NUMBER OF STUDENTS
English 3 WG	21
English 4 WG	12
English 5	2
English 6	7
English 7	1
Economics	6
American History 1	3
Accounting	1
Business Math	1
Physical Education	200
9 PA Math	4
9 FM 1	8
Typing	8
9 PA 2	5
9 FM 2	8
Music	9
Art	19
10 FM Math	8
10 FM 2	9
American History 2	8
General Science	2
Business Arithmetic	2
Chemistry	4
Biology 1	1
Biology 2	1

Interviews with the chairpersons of related departments gave some insights into the pedagogical approaches used in the instructional component. The math department chairperson indicated that, in order for the bilingual students to get as much help within the math classroom situation, she tries to maintain small bilingual math classes and to give them as much paraprofessional assistance as possible. It was stated that out of five bilingual math classes, two have paraprofessional assistance. The chairperson of the social studies department indicated that for the coming year the New York City Board of Education plans to change world history to global history, a new approach of

the Bureau of Social Sciences. He forsees it will be difficult to get bilingual materials and textbooks for this new course. To circumvent this difficulty, he plans to use the old curriculum for one additional school year until the new course has been tested. Then, he will adopt it for bilingual classes, and plans to relate it to the E.S.L. curricula. He believes this new social studies approach will benefit the bilingual student more and that the presently used materials are not too relevant to the bilingual experience.

Five classes of the bilingual program were visited by the evaluator: bilingual career orientation; biology 2, Spanish; N.L.A. 2; and E.S.L. 3. The bilingual career orientation class had 19 ninth-grade students. The course is a supplementary elementary E.S.L. course, offered in conjunction with E.S.L. 2 or E.S.L. 3. For this reason, the language policy in the classroom is to develop cognitive skills in both English and Spanish, reinforcing Spanish language skills and stressing the acquisition of new ones in English. Student to student interchange was done exclusively in Spanish. During classroom discussions, the teacher spoke mostly in English while the students answered in Spanish, using English sporadically. The teacher switched to Spanish whenever a specific concept needed clarification. Vocabulary was always presented in both languages.

The classroom work centered on the act of looking for and locating a specific job advertisement in the classified section of a booklet from the New York Telephone Company Career Awareness Program. This was supplemented with a business reading on a handout. The objective of the class was to locate the advertisement and to use the special vocabulary in verbal discussion. Practice

involved the use of business abbreviations, business vocabulary, and various aspects of English grammar. Class rapport, interest, and participation were excellent.

The biology 2S class had 20 tenth- and eleventh-grade students. Grade requirements and language proficiency are the factors considered for assignment to the class. The language of instruction was primarily Spanish. The teacher used Spanish 90 percent of the time and English about 10 percent. The students used Spanish 100 percent of the time to communicate with each other and with the teacher. Vocabulary was presented in English and Spanish. Content explanations were done in Spanish although, now and then, the explanation of a concept would be repeated in English.

The teacher used a chart to present the concepts of mitosis and meiosis. Class rapport, interest, and participation were excellent. Students asked questions inquiring profoundly about the subject matter. The teacher was excellently informed and was able to satisfy the students' inquiries.

The N.L.A. 2 class had 13 ninth- and tenth-grade students. The class is designed for Hispanic students whose first language is English. They have been classified as functionally illiterate in both English and Spanish. The objective of the class is to raise the level of cognitive development to a point at which the students can effectively participate in courses taught in Spanish. The evaluator observed that the teacher used both languages at a ratio of approximately 50-50 percent. She tended to use English for explanations and Spanish for the language structures presented. The students, when interacting with the teacher, used Spanish ten percent of the time and English 90 percent. Interaction among peers took place in English all the time.

The subject matter of the class was Spanish reflexive verbs. A handout was used where the students conjugated verbs within the context of sentences. Questions were written on the blackboard which the students read and answered. Class participation called for reciting the structures. Rapport within the class was excellent.

The E.S.L 3 class had 11 tenth graders. The class is conducted in English; the teachers used English 100 percent of the time. The students used English when addressing the teacher all the time, but Spanish speakers used Spanish only when speaking with each other. During class discussions only English was used by all participants. The lesson presented a set of structures, such as phrases, written on the blackboard, which the students had to use to write compound sentences. Class rapport, interest, and participation were excellent.

PLANS FOR THE FUTURE

Some of the administrators interviewed have plans for further development of the instructional component. The principal of the school would like to develop the following: 1) more career oriented courses; 2) bilingual vocational courses in such areas as business office practice; 3) trips to expose bilingual students to historical sights and to create awareness of the background of the majority culture of this country. She stated that a new course in health careers will be initiated in September, 1981, in addition to bilingual biology.

The coordinator of the program would like to expand the bilingual program to include vocational training of the apprenticeship type. The secretarial studies chairperson indicated that a new course in bilingual stenography has been planned for September, 1981, and will be offered if there is an enrollment of at least 20 students. The class will study Gregg stenography in Spanish the first year and depending on the results, in English the second year.

V. NON-INSTRUCTIONAL COMPONENT

CURRICULUM AND MATERIALS DEVELOPMENT

Curriculum was adapted and materials were developed during the period from February, 1977, to August, 1979, when the Walton High School bilingual program was under an umbrella program administered by the Board of Education. The curriculum specialist in charge of the task indicated that the materials developed then are still in classroom use. These included worksheets for two social studies textbooks, El hombre y su historia and Las Americas y sus pueblos. Both texts are used in area studies courses. Additionally, the science, social studies, and math curricula were cross-referenced with textbooks written in Spanish.

This year the program has developed materials for the following courses: bilingual career orientation; bilingual career exploration; and health careers, a new course to be started next school year. Translations were made of the lesson plans, course of study, and examinations for American history. Translations of curricular materials also were made for the following bilingual courses: ceramics; eastern areas; and world history. A special unit in advanced E.S.L. was developed to prepare students to take the Regents Competency Test (R.C.T.). Furthermore, the curriculum specialist worked closely with the bilingual faculty to get feedback on what curricular units required revision and what content should be stressed in the revised units. She indicated that her primary responsibility is to research and order new materials suitable for the program's curricular needs. She also serves as liaison between the program and the mainstream faculty of the school. She further stated that materials were also developed to present Hispanic culture in the mainstream courses of American history and Spanish as a second language (S.S.L.).

Besides the curricular materials prepared on site, the program acquired commercially prepared materials and textbooks. Addendum 1 presents a list of commercially prepared textbooks and materials purchased with Title VII funds during this year.

SUPPORTIVE SERVICES

A major goal of the program is to help Hispanic students, coming mostly from their countries' rural areas to cope with the problems they have adjusting to the demands of life and study in a large urban setting. The program does not have a Title VII bilingual counselor assigned to its staff. Bilingual counseling services are provided by the guidance department of the school. However, an interview with the guidance department's staff revealed that the department has a bilingual counselor who is on leave this school year. He plans to return next school year. Counseling for bilingual students has been provided by monolingual guidance staff with the help of two bilingual paraprofessionals assigned to the guidance office. They serve as interpreters for students who do not speak English. Guidance services are provided individually or in groups. If students are cutting classes or have excessive absences, the guidance staff interviews students individually to ascertain their problems and needs. Generally, health and home problems are discussed and help is offered. The members of the office meet with bilingual students in groups to give school and events information and pep talks as needed.

The bilingual program is geared to vocational and career advisement. The course on career orientation brought four community speakers this semester to give information on career opportunities in the city. Further, the school has

a college advisor who provides services to program students. Members of the guidance office also give vocational and career guidance on an individual basis as requested.

The guidance office has a section in which career and college information is arranged alphabetically in folders. Each folder has specific information about particular careers and colleges and universities. All this information is available to program students on a self-service basis.

The evaluator inspected the Career Folder Section and evidenced over 50 folders including titles such as aerospace, advertising, airline in-flight service, astronomy, beauty culture, biology, black studies, chemistry, communications, criminal justice, drafting, counseling, physical therapy, political science, construction, and dental hygiene among others.

The guidance office also keeps a list of community agencies to which referrals are made. Addendum 2 is a partial list of these community agencies. Referrals are also made to alternative schools in cases in which students want to transfer.

The above-indicated services are supplemented by the Title VII paraprofessionals. One family worker is employed by the bilingual program to make home visits as the need arises two days per week. She deals mainly with students with home problems, truancy cases, and absenteeism. Visits are made according to the recommendations of the guidance office. This year the family worker saw over 120 parents in their homes (over 50 percent of the parent population of the bilingual program). The bilingual office coordinates all home contacts of program students, and it pays for mailings to their homes with

Title VII funds. Telephone contacts are also maintained through the guidance office and the program office to give and secure information from the parents. Telephone contacts are supplemented with mail contacts. The bilingual office checks students' attendance on a daily basis and sends letters weekly in cases of absences. Records of all these contacts are kept by both offices.

As an example of the type of supportive services provided by the program office to bilingual students, the director of the program cited the case of seven bilingual students who are in their twelfth year. As a group they are not sufficient in number to form a bilingual class in senior social studies, so the bilingual office assigned one of the Title VII paraprofessionals to work with them. The paraprofessional has provided tutoring and translated English tests in the content areas. Greatly due to her efforts, the students were ready to graduate at the end of the school year.

Another type of supportive service is the library. The library has a section for bilingual students, with Spanish books on subjects of general interest to Hispanic students, classics written by Hispanic authors, classics of world literature translated to Spanish, and reference books. The evaluator was able to see 79 fiction books, including 24 mystery novels, and 58 non-fiction books. These included, among others, Don Quijote de la Mancha, Jules Verne's novels, Wuthering Heights, Robinson Crusoe, Moby Dick, Ivanhoe, Treasure Island, Vocabulario de Puerto Rico (Puerto Rican Vocabulary) by Augusto Malaret, Noche oscura en Lima (Dark Night in Lima) by Joseph W. Barlow, Enciclopedia sopena del hogar (Sopena Encyclopedia for the Home), Las drogas y usted (Drugs and You) by Arnold Madison, and Medicina para todos (Medicine for all) by Dr. Jose Bierges.

STAFF CHARACTERISTICS

The bilingual program maintains a relationship with the staff outside its own Title VII staff. This outside staff includes five E.S.L. teachers, one of whom shares 40 percent of her time teaching N.L.A., two social studies teachers, one science teacher, one math teacher, one typing teacher, and four paraprofessionals. All teaching personnel are assigned to their respective departments. The language teachers and the paraprofessionals are funded by Title I: the others through tax levy funds. All the professional teaching staff are licensed in the fields in which they are teaching except for two E.S.L. teachers. The E.S.L. teachers hold licenses to teach S.S.L. Table 10 details the characteristics of the bilingual staff of the program.

STAFF DEVELOPMENT

Staff development activities include, among others, two workshops, monthly bilingual faculty meetings, monthly departmental meetings, and attendance at conferences and demonstration lessons. Tables 11 through 13 detail the staff development activities carried out during the school year.

To supplement those activities, the program holds informal meetings between staff members and the program coordinator. To improve the program staff development activities, a questionnaire has been circulated among the program staff requesting information about their needs and interests. The program coordinator is researching other programs' activities in staff development.

The program has held some activities designed to sensitize the rest of the school to the program's functions. Two faculty conferences have been conducted for the entire school staff to provide information about the services rendered by the program, acquaint the school with the program staff, and inform

about what the program has done during the autumn and the spring. Weekly training workshops were held for the school staff from February, 1981, to June, 1981. These include sessions on bilingual education and Spanish classes. An average of 25 teachers attended these sessions.

Table 10. Staff characteristics: professional and paraprofessional staffs.

FUNCTIONS	PERCENT OF TIME SPENT IN EACH FUNCTION	EDUCATION (DEGREES)	CERTIFICATION	LICENSE(S) HELD	YEARS OF EXPERIENCE IN EDUCATION (MONOLINGUAL)	YEARS OF EXPERIENCE IN EDUCATION (BILINGUAL)	YEARS OF EXPERIENCE (E.S.L.)
Bilingual Coordinator Title VII	100	B.A.-Spanish M.A.-Spanish M.A.-Linguistics (30 credits)	N.Y.C. N.Y.S.	Spanish D.H.S. Spanish J.H.S.	-	18	9
Bilingual Resource- Curriculum Teacher Title VII	100	B.A. Spanish, French M.A. (16 credits)	N.Y.C. N.Y.S.	Spanish D.H.S. Spanish French	3	1 1/2	
E.S.L./N.L.A. Teacher	E.S.L. 60 N.L.A. 40	B.A. Spanish M.A. Sec. Education	N.Y.S. & N.Y.C. Per Diem	Temp. Per Diem Spanish D.H.S.	10/3/80-present	9 months	
E.S.L. Teacher	100	B.A. Spanish M.A. Equivalent Sp.	N.Y.C. N.Y.C.	Spanish D.H.S. E.S.L. D.H.S.	-	6	6
E.S.L. Teacher	100	B.S. Music M.A. Music Edu. Ed. M. - Music Adm.	N.Y.C. N.Y.S. N.J.	D.H.S., J.H.S. Music D.H.S., J.H.S. E.S.L. Common Branches	1 (Elem. Music) 2 (Per Diem all levels, all subjects)		3
E.S.L. Teacher	100	B.A. + 60 credits	N.Y.C.	Spanish E.S.L. (D.H.S.)	10 (H.S. Sp.)		15
E.S.L. Teacher	100	B.A. Spanish M.A. Spanish	N.Y.C. N.J.	Spanish D.H.S. Spanish J.H.S.		8	2
Bilingual Social Studies Teacher	100	B.A. Education M.S. Education Cert. in School Adm. & Sup. Ph.D. Candidate N.Y.S.	N.Y.C.	Bil. Soc. St. J.H.S. Bil. Soc. St. D.H.S. Permanent Cert. English & Music	7 (H.S. Social Studies)	10	7

Table 10. Staff characteristics: professional and paraprofessional staffs. Con't.

FUNCTIONS	PERCENT OF TIME SPENT IN EACH FUNCTION	EDUCATION (DEGREES)	CERTIFI-CATION	LICENSE(S) HELD	YEARS OF EXPERIENCE IN EDUCATION (MONOLINGUAL)	YEARS OF EXPERIENCE IN EDUCATION (BILINGUAL)	YEARS OF EXPERIENCE (E.S.L.)
Bilingual Social Studies Teacher	60	B.A. History M.A. History	N.Y.C. N.Y.S.	Bil. Soc. J.H.S. Reg. Soc. St. D.H.S.	6	5	-
Bilingual Teacher of Chem. & Gen. Sci.	100	B.S. Science M.S. Chemistry	N.Y.C.	Bil. Chem. & Gen. Sci. D.H.S.	3 H.S. Science	3	none
Bilingual Teacher of Math	100	B.S. Math	N.Y.C. N.Y.S.	H.S. Math.	10 H.S. math	3	none
Bilingual Teacher of Typing	60	B.A. M.A. (6 credits)	N.Y.C.	Per Diem Cert.	1/2	1	none
Bilingual para-professional	100	B.A. Social St.		N.A.	4	4	4
Bilingual para-professional	100	97 undergraduate credits	N.Y.C.	N.A.	3	3	3
Bilingual Family Worker	100	B.A.	N.Y.C.	N.A.	2	2	2

Table 11. Staff development activities in school.

STRATEGY	DESCRIPTION(S) OR TITLE (S)	NO. OF STAFF ATTENDING	SPEAKER OR PRESENTER (IF APPLICABLE)	FREQUENCY OF NUMBER OF SESSIONS	GOAL
Department meetings	September, 1980 February, 1981 April, 1981	15	Director Coordinator Curr./Res.	3	To familiarize the department with the goals of Title VII
Workshops	Bilingual and Spanish workshop for teachers	25		Once a week from February to June	To foster understanding of the bilingual student To help teachers acquire skill to communicate with their students.
Other: Demonstration lessons, lectures, etc.	Demonstration lessons in N.L.A. & E.S.L.	2	coordinator	15	To help teachers & train them in the technique of teaching N.L.A.-E.S.L.

43

Table 12. Staff development activities outside school.

STRATEGY	DESCRIPTION OR TITLE(S)	SPONSOR/LOCATION	SPEAKER OR PRESENTER (IF APPLICABLE)	NO. AND TITLES OF STAFF ATTENDING	NUMBER OR FREQUENCY OF SESSIONS
Workshops held outside school	N.Y.S. Orientation for Title VII Directors	N.Y.C. State Dept.	Staff of N.Y.S. Dept. of Ed.	Project coordinator	1 - Session
	Parental workshop	Office of Bilingual Ed.	Staff of OBE - N.Y.C.	Curriculum & Res. Teacher	2 - Sessions
	Workshop - Job fair for students	BESC	Staff of BESC N.Y.S.	Project Coordinator	2 - Sessions
	Workshop for Eval.	Office of Bil. Ed.	Staff of Office of Evaluation	Project Coordinator	1 - Session
Conferences and symposia	SABE Convention	State Association of Bil. Educators (NYS)	Various	Project Coordinator	Annual Convention
	ERMI	Eastern Regional Management Institute, Washington D.C.		Project Coordinator Curriculum & Resource Teacher	Annual Convention
	NABE	National Association of Bil. Educators (Mass)			Annual Convention

Table 13. University courses attended by staff.

STAFF	INSTITUTION	GOAL	FREQUENCY	COURSE(S)
Professional	Pace University New York University Mercy College Lehman College	To further the expertise of teachers in their respective fields	Fall, Spring, & Summer courses 1980-81	The community and the school administrator Services, management and educational leadership in modern society Special Education and pupil personnel services Problems in analyses in literature Topics in human genetics Introduction to computers Garcia Lorca y su poesia Seminar on counseling VIII- Internship and supervision Professional seminar in administration and supervision Quantitive methods in organizational and administrative studies.

PARENTAL AND COMMUNITY INVOLVEMENT

Parental involvement is sought through participation in: the Parent-Student Advisory Committee; school activities; and courses offered by the school to the community at large.

The Parent-Student Advisory Committee consists of seven parents, five students, one teacher, the program coordinator and the curriculum specialist. It meets once a month during the school year. The meetings have had an average attendance of ten persons. It serves as an advisory body by suggesting courses and activities for the program. It is actively engaged with the bilingual club, and it helps in the planning and implementation of extracurricular activities.

Parents were involved in the following activities: a trip to Great Adventure; the awards assembly; career day; the foreign language week; Spanish parents' activity; La Amistad (Friendship) Christmas activity; "Be proud of your heritage" activity; a book sale of donated books, the proceeds of which were used to pay for trips to the circus; famous Hispanics activity; Radio City Music Hall; the Ballet Flamenco; Columbia University job fair; Repertorio Espanol (Spanish Repertory); and the activities of the bilingual club. They also participated in the following school-wide activities: the monthly P.T.A. meeting and four open school sessions, one each at the beginning and end of the fall and spring semesters.

The school offers two courses to the community: a G.E.D. course leading to the New York State equivalency high school diploma and an E.S.L. course. The G.E.D. course is given to the community at large and to former students of the high school, over 19 years old, who were not able to graduate. The E.S.L.

course is designed as a one-group heterogeneous level course. Both courses were offered after school hours during the fall. To improve attendance during the spring, they were changed to meet during school hours. Plans for the future are to continue meeting during school hours. Both had an enrollment of about ten students during the spring. No other community courses have been scheduled because there has been no request for them.

The program disseminates information to the community about its activities through a newsletter. Telephone calls, handouts given to the students, and mail announcements are also used. The program announced the beginning of the school year and the start of its activities through a paid advertisement in El Diario, the Spanish newspaper.

There are some factors which affect parent participation in the activities of the program. Among these are traveling expenses in a two-fare zone, and the distance some parents have to travel to the program site. The reason for this is that the school is undistricted and the students come from all sections of the Bronx. Some activities are held during the evening hours, and, for security reasons, parents are fearful of traveling at night. Many parents have small children and do not have adults to care for them while they are out of their homes. Other reasons for non-participation are health problems and employment hours which conflict with the program activities. Nevertheless, some aspects of the parental involvement component have been successful. Among them are the bilingual club activities during school hours, participation in school trips, and participation in planning and gathering materials for program activities. The parent component was begun in October, 1980. For the 1981-82 year, the program plans to start parental activities at the beginning of the school year and hopes to secure greater participation.

Letters were sent to some parents requesting them to come to a meeting with the evaluator in the school. One parent came and gave the following information. The parent believes that bilingual education greatly helps Spanish children. When her child came to the United States, at 11 years of age, she was enrolled in a school in which there was no bilingual program. The child was placed in a sixth-grade, English only class. Because she was unable to perform, she was sent to a fourth-grade class. At the end of the first semester, the child was sent to a teacher who spoke Spanish who helped her by providing bilingual instruction until the child was able to graduate. The parent stated that the bilingual program at Walton has contributed a great deal to the way her child has progressed in school subjects. This, the parent attributes to the efforts of the bilingual teachers, the bilingual curriculum, and the motivation to study that the program has stimulated in her daughter.

AFFECTIVE DOMAIN

One of the main objectives of the program has been to promote students' attendance and to prevent absenteeism from the school. The results have been very positive. Although some students still are absent due to home and health problems, the emotional support given to the students by program staff has contributed to a higher rate of attendance throughout the year. Of the 30 students reported to have left the bilingual program during 1980-1981, 13 were transferred to an alternate program, 15 were discharged for unknown reasons, and two were considered truant. Extracurricular activities such as the bilingual club, dance program, holiday festivities, trips, and cultural programs are also well attended.

Another sign of the positive emotional impact of the program on the students is the number of awards that program students received this year. The

evaluator attended the bilingual program award assembly in which a beautifully costumed presentation of two excellently choreographed Philippino traditional dances was given. Fifty-four awards were presented to 42 students (21 percent of the program's student body). The following is a breakdown of the awards presented: business careers orientation and exploration, four awards; E.S.L., nine awards; math, five awards; perfect attendance (no absences in the year), four awards; physical education, four awards; science, five awards; Spanish, ten awards; Spanish as a second language, four awards; social studies, eight awards; and typing, one award. Furthermore, the program has no evidence of students' engaging in vandalism, alcohol or drug abuse, or gang membership. The graduating class of this year has about 10 bilingual students who had been mainstreamed. All have applied and been accepted to enter college this fall.

VI. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1980-1981.

Students were assessed in English language development, growth in their mastery of their native language, mathematics, social studies, science, and career courses. The following are the areas assessed and the instruments used:

English as a second language -- CREST (Criterion Referenced English Syntax Test, Levels I, II, III)

Reading in Spanish -- Interamerican Series, Prueba de Lectura (Total Reading, Level 2, Forms A and B)

Mathematics performance -- Teacher-made tests

Science performance -- Teacher-made tests

Social studies performance -- Teacher-made tests

Native language arts performance -- Teacher-made tests

Career courses -- Teacher-made tests

Attendance -- School and program records

The following analyses were performed:

On pre/post standardized tests of native language achievement, statistical and educational significance are reported.

Statistical significance was determined through the application of the correlated *t* test model. This statistical analysis demonstrates whether the difference between pre-test and post-test mean scores is

larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this sample of students and the unavailability of an appropriate comparison group.

Educational significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen.[1] An effect size for the correlated t test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically significant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as guides to interpreting educational significance (ES):

a difference of 1/5 = .20 = small ES

a difference of 1/2 = .50 = medium ES

a difference of 4/5 = .80 = large ES

---

[1] Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

The instrument used to measure growth in English language was the Criterion Referenced English Syntax Test (CREST), which tests mastery of specific syntactic skills at three levels. Material at the beginning and intermediate levels of the CREST is broken down into 25 objectives per level, such as present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced level (Level III) is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items for each objective. An item consists of a sentence frame for which the student must supply a word or phrase chosen from four possibilities. Mastery of a skill objective is determined by a student's ability to answer at least three out of four items correctly.

This report provides information on the average number of objectives mastered, and the average number of objectives mastered per month of treatment by students who received E.S.L. instruction. Information is also provided on students' performance at the various test levels.

Performance breakdowns are reported in two ways. First, a grade and level breakdown is reported for students who were pre- and post-tested with the same test level. In addition, a grade and test level breakdown is reported for students who were administered a higher level of the CREST when post-tested than when pre-tested. Second, results for the combined sample are reported for the average number of objectives mastered at pre- and post-testings, and the average number of objectives mastered per month of treatment.

The results of the criterion referenced tests in mathematics, social studies, science, native language arts, and career courses are reported in terms of the number and percent of students achieving the criterion levels set for the participants (70 percent passing).

Information is provided on the attendance rate of students participating in the bilingual program compared with that of the total school population.

The following pages present student achievement in tabular form.

Table 14. Results of the Criterion Referenced English Syntax Test (CREST) number of objectives mastered, and objectives mastered per month.

(E.S.L. Title I Spanish-speaking students, fall)

Grade	# of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
9	57	14.5	18.5	3.9	2.61	1.50
10	38	13.2	16.7	3.6	2.66	1.34
11	28	11.0	13.6	2.6	2.74	0.95
12	3	9.3	13.0	3.7	2.82	1.31
TOTAL	126	13.21	16.72	3.51	2.66	1.32

*Post-test minus pre-test.

- The goal of mastering one objective per month was surpassed.
- The ninth grade had the highest post-test score (18.5) and the highest average gains (1.5 per month), but 91 percent of them took Levels I and II which have a higher number of objectives (25) than Level III (15).
- The eleventh grade had the lowest average gain (.95 per month) but 68 percent of them took Level III and mastered an average of 9.5 (63 percent) objectives on the pre-test, leaving little room for gain.

Table 15. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(E.S.L. Title I Spanish-speaking students, fall)

	LEVEL I				LEVEL II				LEVEL III			
		Average Number of Objectives Mastered				Average Number of Objectives Mastered				Average Number of Objectives Mastered		
Grade	N	Pre	Post	Gain*	N	Pre	Post	Gain*	N	Pre	Post	Gain*
9	26	11.0	16.0	5.0	26	18.9	22.2	3.3	5	10.4	11.8	1.4
10	8	10.1	13.8	3.6	23	14.7	18.6	3.9	7	11.6	14.0	2.4
11	2	7.5	11.0	3.5	7	16.0	19.4	3.4	19	9.5	11.7	2.2
12	1	19	24	5	----------				2	4.5	7.5	3.0
TOTAL	37	10.8	15.5	4.6	56	16.8	20.4	3.6	33	9.8	11.9	2.2

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

*Post-test minus pre-test.

.Level I showed the highest gain.

.The tenth graders taking Level III achieved nearly total mastery (14.0) on the post-test.

.The ninth graders scored higher than tenth and eleventh graders on Levels I and II in both pre- and post-tests.

Table 16. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month.

(E.S.L. Title I Spanish-speaking students, spring)

Grade	# of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
9	42	14.8	18.5	3.7	2.37	1.36
10	22	10.9	13.8	2.9	2.74	1.06
11	22	9.5	12.3	2.9	2.85	1.01
12	2	15.0	17.0	2.0	2.93	0.68
TOTAL	88	12.49	15.75	3.26	2.76	1.18

*Post-test minus pre-test

- The goal of mastering one objective per month was attained.
- The objectives mastered per month decreased slightly. Due to an increase in the proportion of students taking Level III which increased from 26 percent in the fall to 42 percent in the spring, the number of objectives which could be mastered was depressed.
- Many students changed levels and twice as many tenth graders took Level III as compared to the fall.

Table 17. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(E.S.L. Title I Spanish-speaking students, spring)

	LEVEL I				LEVEL II				LEVEL III			
Grade	N	Average Number of Objectives Mastered Pre	Post	Gain*	N	Average Number of Objectives Mastered Pre	Post	Gain*	N	Average Number of Objectives Mastered Pre	Post	Gain*
9	7	7.3	12.3	5.0	28	17.8	21.4	3.6	7	10.6	13.3	2.7
10	----------				8	12.5	17.4	4.9	14	9.9	11.7	1.8
11	4	5.5	8.8	3.3	3	13.3	16.7	3.3	15	9.7	12.4	2.7
12	----------				1	20	21	1	1	10	13	3
TOTAL	11	6.6	11.0	4.0	40	16.4	20.2	3.8	37	10.0	12.3	2.4

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

*Post-test minus pre-test.

.Twice as many tenth graders took Level III in the spring as compared to the fall.

.Post-test scores for Level II (20.2) and Level III (12.3) showed almost complete mastery.

.The ninth grade achieved the highest post-test scores at all levels.

Table 18. Native language reading achievement.

Significance of mean total raw score differences between initial and final test scores in native language reading achievement of students with full instructional treatment on the Prueba de Lectura. (Total Reading, Level 2, Forms A and B)

Grade	N	Pre-test Mean	Pre-test Standard Deviation	Post-test Mean	Post-test Standard Deviation	Mean Difference	Corr. Pre/post	t	p	ES
9	50	86.6	22.5	95.6	15.1	11.0	.80	5.6	.001	.79
10	35	98.3	11.5	101.5	10.6	3.2	.68	2.07	.046	.35
11	1	98.0	0.0	104.0	0.0	6.0	-	-	-	-

- The gain of 11.0 for the ninth grade was statistically significant and of large educational significance.
- The gain of 3.2 for the tenth grade was statistically significant and of small to medium educational significance.
- The gain of 6.0 for the eleventh grade applied to one student so a t test was not calculated.
- A total of 86 students were both pre-tested and post-tested. Although many more were tested, those who took one of the two tests were not included in the t test.
- No twelfth grader received both tests.
- All grades obtained close to the maximum on the pre-test. Perhaps Level III or higher should be used on future tests, so that a ceiling effect does not depress the amount of gain.

Table 19. Number of students attending courses and percent passing teacher-made examinations in mathematics.

Fall Courses	GRADE 9		GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING
Fundamental Math I	72	39	43	65	23	56			138	50

Spring Courses	GRADE 9		GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING
Fundamental Math I	67	40	43	53	17	35			127	44

- Results of only one course were reported in fall and spring.
- The range of passing percentages by grade was:
  - fall - from 65 percent (tenth grade) to 39 percent (ninth grade)
  - spring - from 53 percent (tenth grade) to 35 percent (eleventh grade)
- The criterion objective of 70 percent passing was not met in mathematics where 50 percent passed in the fall and 44 percent passed in the spring.
- Mathematics had the lowest passing percentages of the content areas reported.

Table 20. Number of students attending courses

and percent passing teacher-made examinations in science.

Fall Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
General Science I	62	32	4	25	1	100	1	100	68	34
Biology I, General	8	50	41	71	15	67			64	67
Biology II, Academic					1	100			1	100
Biology II, General	1	-							1	-
Chemistry	1	100	1	100	17	82			19	84
TOTAL	72	35	46	67	34	76	1	100	153	54

Spring Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
General Science I	27	33	4	25	1	100			32	34
General Science II Academic	13	38							13	38
Biology II Academic	3	33	41	63	16	62			60	62
Chemistry	1	100	1	100	11	82			13	85
TOTAL	44	36	46	61	28	71			118	54

Table 20
(continued)

- The passing percentages were lowest in the general science classes in both fall and spring. They were considerably better in biology and chemistry.
- Most ninth graders were in general science.
- Overall, the lowest passing rates were attained by ninth graders in both fall and spring.
- Most tenth graders were in biology.
- The eleventh graders were almost equally divided between biology and chemistry.
- The criterion objective of 70 percent passing was met for the full year only in chemistry.

Table 21. Number of students attending courses

and percent passing teacher-made examinations in social studies.

Fall Courses	GRADE 9		GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING
Eastern Civilization	49	71	3	33	1	100			53	70
World History I, General	19	42	37	84	2	100			58	71
American History I, General	2	-	9	56	30	73	1	100	42	67
TOTAL	70	61	49	75	33	76	1	100	153	69

Spring Courses	GRADE 9		GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING
Eastern Civilization	44	50	3	100	1	-			48	52
World History II, Academic	16	19	40	77	2	100			58	62
Economics, General			2	-	18	72			20	65
TOTAL	60	42	45	76	21	71			126	59

- The criterion objective of 70 percent passing was met in the fall by Eastern Civilization and World History I, General. It was almost achieved by American History I, General (67 percent).

- The criterion objective was met in the spring by the tenth and eleventh graders, but the overall percentages were depressed by the ninth graders who had a passing rate of 42 percent.

Table 22. Number of students attending courses and percent passing teacher-made examinations in native language arts.

Fall Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Native Language I, Academic	3	33	3	33			1	100	7	43
Native Language II, Academic	47	55	6	50	2	100			55	56
Native Language III, Academic	5	100	30	83	4	100			39	87
Native Language IV, General			4	100	2	100			6	100
Native Language Literature and Culture	1	100	3	67	2	50			6	67
TOTAL	56	59	46	76	10	90	1	100	113	69

Spring Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Native Language II, Academic	39	61	8	25	1	100			48	56
Native Language III, Academic	5	60	8	25	1	100			14	43
Native Language Literature and Culture	1	100	8	75	4	75			13	77
TOTAL	45	62	24	42	6	83			75	57

Table 22.
(continued)

- The criterion objective was almost attained (69 percent) in the fall, but the low passing rate in the elementary courses depressed the overall percentage. N.L. I had 43 percent passing and N.L. II with nearly half of the students, had 56 percent passing.

- The criterion objective was met in the spring only in the native language literature and culture course.

Table 23. Number of students attending courses

and percent passing teacher-made examinations in career courses.

Fall Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Typing	53	47	22	77	15	100	2	100	92	64
Bilingual Career Orientation	2	50	14	71	12	67			28	68
TOTAL	55	47	36	75	27	85	2	100	120	65

Spring Courses	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	GRADE 12 N	GRADE 12 % PASSING	TOTAL N	TOTAL % PASSING
Typing	11	27	2	100	1	100			14	43
Bilingual Career Orientation	26	73			6	83			32	75
Bilingual Career Exploration	11	64	20	75					31	71
TOTAL	48	60	22	77	7	86			77	68

.The criterion objective was attained both semesters by students in the tenth through twelfth grades.

.The two bilingual career courses met the objectives in the spring.

.Both fall (65 percent) and spring (68 percent) overall percentages came close to the criterion.

Table 24. Significance of the difference between attendance percentages of program students and the attendance percentage of the school.

Average School-Wide Attendance Percentage: 69.4

Grade	N	Mean Percentage	Standard Deviation	Percentage Difference	t	p
9	82	79.5	13.3	10.1	6.88	.001
10	52	78.9	17.0	10.4	4.41	.001
11	37	83.7	15.2	14.3	5.72	.001
12	4	67.8	26.7	-1.6	0.12	NS
TOTAL	194	79.7	15.5	10.3	9.26	.001

- The overall attendance was more than 10 percent higher than the school-wide attendance, a difference which was statistically significant.
- The attendance for twelfth graders was not significantly different from the school-wide rate partly because of the small number (4).
- The objective of achieving an attendance rate 5 percent higher than the mainstream students was obtained.

SUMMARY OF FINDINGS

Program students met and surpassed the evaluation objective in English syntax skills in both the fall and spring.

In native language reading, ninth- and tenth-grade students made gains which were statistically and educationally significant. Since data for only one eleventh-grade student were reported, no analysis was made. All grades obtained close to the maximum score on the pre-test, so ceiling effects probably depressed the gains made.

The overall pass rate for students enrolled in the one fall mathematics course reported was 50 percent. In spring, the overall pass rate for the one mathematics course reported was 44 percent. No group of students met the criterion of 70 percent passing in this area.

In science, the overall pass rate for the five fall courses and four spring courses reported was 54 percent. The criterion of 70 percent passing was met for the full year only in chemistry. Students in grade 11 in both fall and spring were the only groups to reach the criterion level in science courses. Overall, ninth graders seemed to experience the greatest difficulties in science.

For the three social studies courses reported in the fall, the overall pass rate was 69 percent. In spring, the overall pass rate for the three courses reported was 59 percent. The evaluation objective of 70 percent passing was met only in the fall by students enrolled in the Eastern Civilization and World History I courses. Ninth-grade students were the only group failing to reach the criterion level in both fall and

spring, while tenth, eleventh, and twelfth graders achieved overall passing rates of over 71 percent.

In native language arts, the overall pass rate for the five fall courses reported was 69 percent. For the three spring courses, the overall pass rate was 57 percent. Students enrolled in Native Language III and IV (fall) and Native Language Literature and Culture (spring) reached the criterion in these courses. Ninth-grade students in both fall and spring and tenth-grade students in spring failed to met the program objective in their native language arts courses.

The overall pass rate for the two career courses reported in the fall was 65 percent. For the three spring courses reported the overall pass rate was 68 percent. Only the students enrolled in Bilingual Career Orientation and Career Exploration in the spring met the program objective. Again, the ninth-grade students failed to reach the criterion in both fall and spring.

The overall attendance rate of program students was more than 10 percent higher than the school-wide attendance rate, a difference which was statistically significant.

VII. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The program presents very sturdy beginnings. Its administration and staff are very solid although students' guidance and follow-up services need attention. The students' attitude toward the program is very positive. The program has future projections which indicate the administration's awareness of the needs and strengths of the program.

The instruction and language policies appear to be observed fairly well in the classrooms visited by the evaluator. S.S.L. methodology, however, should stress more use of Spanish. Overall, the students appear to be acquiring content-area knowledge and linguistic skills. The content and the materials are appropriate to the students' level. Classroom interaction manifests indications of excellent rapport, interest, and participation; important factors in the acquisition of knowledge, skills, and attitudes.

The school administration and some faculty appear to have a positive attitude toward bilingualism. The program's relationship with the school seems to be good; however, it needs strengthening with the community at large. The bilingual teachers appear to be competent and interested in the students.

The student outcome data show that students are making good rates of growth in their knowledge of English and their native language. Their overall attendance rate was significantly higher than that for the whole school population.

The findings also indicate that the ninth graders experience more academic difficulties than do students in the upper grades (perhaps because of selection factors in grades ten, eleven and twelve). Mathematics appears to be the content area presenting the greatest difficulties to students.

RECOMMENDATIONS

The following recommendations are presented with a view to implement the bilingual education program even more effectively:

1. The program should expand the following areas:
   a. staff development activities;
   b. dissemination of information to the parents;
   c. participation of bilingual community leaders as role models to the students and to inform the program, and the school at large about what the community has to offer the school;
   d. public relations activities to sensitize and inform the school at large of the program's functions and objectives;
   e. additional paraprofessional help in the classroom;
   f. and contacts with other bilingual programs in the city. Materials presently available in other bilingual programs could be modified to serve the needs of Walton students.

2. A Title VII bilingual counselor should be part of the program staff for specialized bilingual student counseling and follow-up services.

3. A secretary should be part of the program staff to do clerical work and disseminate program information.

4. Special attendance should be paid to supporting the performance of the ninth graders, possibly with tutoring, paraprofessional help.

5. Mathematics instruction and courses of study should be reviewed to determine areas of need and difficulty. If and where possible, extra help should be provided (peer or other tutoring, individualized instruction, or paraprofessional support).

VIII. ADDENDA

APPENDIX 1

TEXTBOOKS

History

Historia del Pueblo de los Estados Unidos Jose Diaz Cubero
Aventuras de los Estados Unidos de America Board of Education (Los Angeles)
Africa del Sud Sahara Rosenfeld,Geller
China, El Reino Medio Rosenfeld, Geller
El Medio Oriente y Africa del Norte Rosenfeld, Geller
Japon, Tierra del Sol Rosenfeld,Geller
La Union Sovietica Rosenfeld,Geller
El Hombre y su Historia C. De Perez
Isla y Pueblo A. Perez Martinez
Las Americas y sus Pueblos A. Perez Martinez
Mundo Nuevo I, II, III Anaya Publications

Science

Biologia J. Oxenhorn
Concepts and Challenges in Science (Book III) Winkler, Bernstein, Schachter, Wolfe
Reference Books in Spanish can be requested by teachers

Mathematics

Repaso Matematico Stein

Typing

Mecanografia Siglo 21 Alda Santiago, Rosa Villaronga

Business Career Orientation- Exploration

Entering the World of Work (text) Grady Kimbrell (McKnight Publishing)
Entering the World of Work (workbook)

Filing Practice Workbook Donald W. Connor

Suplemental Materials Purchased

History
World News Map (Subscription to current events magazine)

NLA
Los mejores cuentos de O'Henry
Las Grandes Aventuras de Sherlock Holmes Filmstrips
Don Quijote

Business Careers Orientation-Exploration

Filing out an application Filmstrips
The job interviw
Office Fundamentals (Practice & Procedures)

Spanish

Don Quijote (Filmstrip & Cassette)
Spanish Masters of Painting " "
Treasury of Spanish Verse (Record)
La Gitanilla (Cassette)
Let's Visit Spain
Let's Visit Mexico
Let's Visit South America
La Corrida
Navidades en Madrid

ADDENDUM 2

1) Girls Town Bx Ms Brown 994-4687 Intake 477-3300
307 E 12th St
2) Clic Andrea Hansen
3) Phoenix House - Family counsely Paula Kaufman
4) Amer. Council Marijuana 758-6475 info
5) Pot Smokers Anonymous
6) NY Affiliation NCA (National Council Alcoholism) 935-7570
Alice Petrapollis, Richard Sanborn
7) Upward Bound - Fordham 933-2233 X 598
Jane Pruitt Daily Hall Room 201
8) Office of Adult Ed. Adult Ed - Joann Ey
Board of Education 110
Livingston St
Room 2011
Road Wood 865-3242
9) Free dental clinic Montefiore Hosp 652-3500
10) Henry Test Jaworski
11) Bx Community Abortion Center 60E 208th St 920-4086
12) Occupational Training Program Ramona Hammil
435 E 166 St Bet. PR. & Washington.
13) North Bx. Family Service Center 2190 University 365-1400
14) Manpower 356 E 149th St 292 1918
852 River Ave.
865 E Tremont 583-6400
1045 S. Blvd.
2432 Grand Ave. 220-8001
15) Montefiore Hosp Child Development Center (Andrea Hansen)
Dr Weinstein - testing procedures

ADDENDUM 2

16) BCW 960-6571

17) Miseracordia Hosp Child Development Center – in Sears building testing Dr. Weinstein

18) Martha Neilson School for pregnant girls - must be discharged from home school letter from Dr. Clinic card 9AM-11AM 750 Jennings St. 991-7271 Ms. Rothman

19) report Child abuse 800-342-3720 991-8450

20) Emergency child Services 334-7676

21) P.S. 25 - Mt Loretta St N.Y. 10309 984-1536

22) Child abuse 1-800-342-3720 24 hrs/day

23) Girl's Club of Bay Team Life Program" ages 6-21 was formed from 2-3-95 [illegible] Counseling, Recreation, Tutoring & fun

24) College-Career Development in the HS 592-4540

25) Immunization 583-5500

26) Job Corp 2054 E. [illegible] Bx [illegible] 378-[illegible] Mr. Thomas [illegible] Interviewing

27) Teen Service Bureau 563-6117 [illegible] (Parents Board?)

28) Jobs for Drop Outs 4350 Bullard Ave. Bx. 10466 231-2561
Part time Jobs 391 E 149th St Room 505 665-3900 Jennifer Johnson